CUMBERLAND COLLEGE

educating above + beyond

Annual Report

Vision

Cumberland College will be the first choice for adult education and training in North Eastern Saskatchewan.

Mission

Cumberland College is committed to providing quality lifelong learning opportunities today that prepare individuals and communities for tomorrow.

Values

At Cumberland College we are committed to providing quality programs and services that are accessible, affordable, and flexible.

The values the College reflects in its practices are:

- *Learner Centered*
- *Accessible*
- *Community Focused*
- *Accountable*
- *Ethical*
- *Responsive*
- *Quality*
- *Innovative*
- *Collaborative*
- *Inclusive*

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Message from the Board Chairperson

CUMBERLAND COLLEGE

- Nipawin
  P.O. Box 2225
  Nipawin SK
  S0E 1E0
  P 862-9833
  F 862-4940

- Melfort
  P.O. Box 2320
  Melfort SK
  S0E 1A0
  P 752-2786
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- Tisdale
  P.O. Box 967
  Tisdale SK
  S0E 1T0
  P 873-2525
  F 873-4450

- Hudson Bay
  P.O. Box 207
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Education and training is fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing needed education and training to the citizens and communities in northeastern Saskatchewan in the advancement of the socio-economic development of the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

The College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the Annual Report which highlights key activities and accomplishments during 2007-08.

The Board met for 9 regular meetings and 3 special meetings throughout 2007-08. The Board ensured that the strategic directions of the College were being effectively achieved and that the College was successfully implementing its Business Plan. Activities such as increasing access through the utilization of technology enhanced learning, working with First Nation communities, and augmenting business and industry programming were integral aspects of the College's delivery.

The Board participated in two governor development forums that addressed a broad spectrum of issues pertinent to the governance of post secondary institutions.

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the Scholarship and Graduation ceremonies as well as at the Staff Long Service Award ceremony.

A primary function of the Board is to establish College policy. In 2007-08 the Board reviewed a third of all policies to ensure the policies reflected the College's values and were forward thinking.

The Board is proud to present the College's 2007-08 Annual Report.

Sincerely,

Maurice Taylor
Board Chairperson

Board of Directors

Back row: Maurice Taylor, Rosalie Daisley, Armand Thibodeau & Elton Head
Front row: Valerie Mushinski & Mary Ellen Davis (missing: Don Hovdebo)

Board of Directors

Maurice Taylor, Chairperson
Don Hovdebo, Vice Chairperson
Armand Thibodeau
Rosalie Daisley
Mary Ellen Davis
Elton Head

Tisdale
Birch Hills
Nipawin
Hudson Bay
Melfort
Red Earth

2007-2008 Board Activities

Board Meetings:
Regular Board Meetings: 9
Special Board Meetings: 3
Annual Board Meeting was conducted on June 26, 2007

Board Appointments:
ASRC Representative: Maurice Taylor
Signing Officers: Maurice Taylor, Armand Thibodeau

Chief Executive Officer's Report

Cumberland College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities in the northeast region of Saskatchewan.

The mission of the College is to provide quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The goals and objectives of the Strategic Plan focus on:

- *Learner success;*
- *Building communities by supporting labour market initiatives;*
- *Being a college of choice for learners and employers; and*
- *Enhancing the College's business practices.*

Highlights in 2007-08 include:

- *Similar to the provincial trend, the College experienced a high attrition rate in Adult Basic Education and trades programs in 2007-08; therefore, a student retention plan was developed in support of the Ministry's Linking Learners to Labour initiative.*
- *The College partnered with Aboriginal groups in a variety of programs and services both on and off reserve. Enrollment of Aboriginal learners increased in both the Adult Basic Education and Technical programs. There were 19% self declared Aboriginal students in Institutional credit programs and 75% self declared Aboriginal students in Adult Basic Education credit programs. The College also delivered the Residential School Impact workshop wherein over 100 people participated.*
- *The College, utilizing a mobile lab, partnered with SIIT to deliver the Welding program to aboriginal students.*
- *The College also engaged in community development activities that fostered inclusiveness and labour market engagement for aboriginal people. The College continues to be a key stakeholder in the Aboriginal Employment Development Partnership Agreements.*
- *The College assisted over 500 farmers in developing learning plans.*
- *The College partnered with the University of Saskatchewan to deliver the Masters in Educational Administration program.*
- *The University retention rate was 98%.*
- *The College partnered with Saskatchewan Immigration to develop on-line English Language Training in pronunciation for new immigrants.*
- *The College continued to advance the utilization of educational technology throughout the College's programming and services. Faculty and staff used videoconferencing, Moodle, Adobe Connect, droople, and virtual counseling to augment their practice and enhance access. Technology enhanced learning is an integral part of the College's educational delivery strategy.*
- *The scholarship and bursaries were given to 52 students for a value of $42,600.*
- *The student satisfaction survey indicated 93.5% rated their experience with the College as very good to excellent.*

In the coming year the College will continue to provide programs and services that are consistent with the overall direction of the Ministry of Advanced Education, Employment, and Labour and the direction of College's strategic plan. The unique needs of the region will continue to be the focus in program and service delivery. Expanding partnerships within communities and with business and industry will be integral to the College's success in the coming year.

Valerie Mushinski, Chief Executive Officer
Cumberland Regional College

Overview of Programs and Services

Programs

Cumberland College delivers a wide range of post-secondary programming in partnership with the University of Saskatchewan, the University of Regina, Saskatchewan Institute of Applied Science and Technology, Lakeland College, as well as other post-secondary institutes.

College programs are delivered in response to community and industry needs which are identified by the College and their partners through the Regional Needs Assessment process. These programs include:

- Post-secondary programs;
- Adult Basic Education;
- Literacy; and
- Employment specific training courses.

Services

The College provides residents within the region with access to a full range of career services such as:

- Career planning;
- Career assessment;
- Academic advising;
- Exam invigilation; and
- Assistance with student financial planning.

In 2007/08, the Cumberland College Scholarship program provided scholarships to students in the amount of $42,600.

Students also have access to web-based programs through the College's Technology Enhanced Learning (TEL) sites at each centre. Learners in these programs are supported by the College's Learner Services and Information Technology staff.

Scholarship Recipients - 2007-08

Strategic Plan

This was the first year of Cumberland College's five year Strategic Plan. The 2007-2012 Strategic Plan includes four main goals, and several objectives identified within each goal. The goals and objectives are:

Goal #1 - College of Choice for Learners and Employers

Objectives:

1.1 Increase enrollments of youth, aboriginal, business and industry, and international students.
1.2 Broaden the scope of participation in College services.
1.3 Lead in learning technology.
1.4 Showcase learner successes.
1.5 Create a campus community.
1.6 Explore RPL initiatives.
1.7 Incorporate a comprehensive range of scholarships to meet the needs of learners.
1.8 Enhance the College's physical environment.

Goal #2 - Learners Succeed

Objectives:

2.1 Assessment of skills and knowledge to determine need for individualized support programs.
2.2 Implement a learner retention continuum from enrollment to employment.
2.3 Increase Literacy Level I and II opportunities.
2.4 Foster connections with credit granting institutions.
2.5 To comprehensively evaluate Business and Industry programming.

Goal #3 - Building Communities by Supporting Labour Market Initiatives

Objectives:

3.1 Maximize partnerships to build community capacity.
3.2 Promote the value of human resource planning with employers.
3.3 Support local employers in working towards a representative workforce.
3.4 Explore opportunities to address strategic labour market initiatives.
3.5 Support employers with immigration recruitment initiatives.
3.6 Foster apprenticeship opportunities within the region.

Goal #4 - Business Approaches to Enhance the College

Objectives:

4.1 Develop efficient workflow and communication strategies.
4.1.1 Develop effective communications strategies.
4.1.2 Develop effective workflow strategies.
4.2 Market the College as an employer of choice.
4.3 Implement the Representative Workforce Strategy.
4.4 Develop a comprehensive Professional Development strategy focused on best practice.
4.5 Maximize enrollments in College programming.
4.6 Explore international project opportunities.

Key initiatives and performance measures for each Goal are reported adjacent to their respective programs.

Adult Basic Education Credit Programs

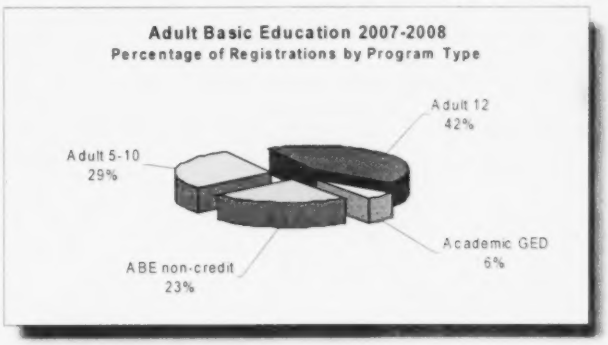
Adult Basic Education (ABE) programs are designed for adults who did not complete their education in the regular school system. The ABE program consists of four different options for adults to complete or upgrade their secondary education:

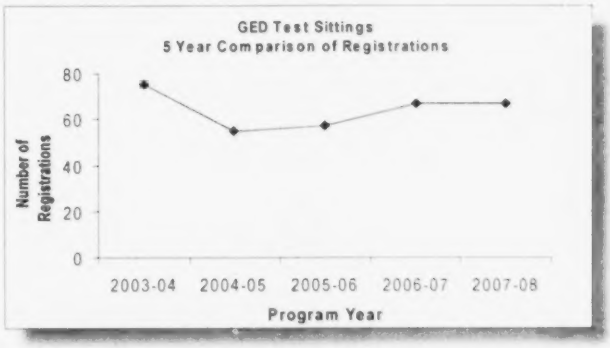
- Adult 5 – 10
- Adult 12
- GED 12
- GED Testing

Program Objectives:

ABE programs provide learning opportunities designed to:

- Acquire and develop literacy and numeracy skills.
- Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training opportunities, as well as employment and workplace training opportunities.
- Develop living and social skills.





Strategic Plan Goal #2 - Learners Succeed

ABE credit	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Total Enrolment (includes casual; distinct bodies)	235	220	286
Participation Rate (% of total College enrolment)	42.2%	41.5%	40.5%
Student Enrollment (expressed in Full Load Equivalents)	143.4	194.2	153.9
Graduates (full time and part time; casual not included)	64	68	39
Graduation Rate (% of those graduated, casual not included)	27.2%	30.1%	13.7%
Completers (full time and part time only, casual not included)	82	105	89
Completion Rate (% of those completed, casual not included)	34.9%	46.5%	25.2%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	68.8%	70.0%	57.1%
Pursuing Further Training (based on number contacted)	27	5	17
Pursuing Further Training (% of those contacted)	84.4%	80.0%	85%

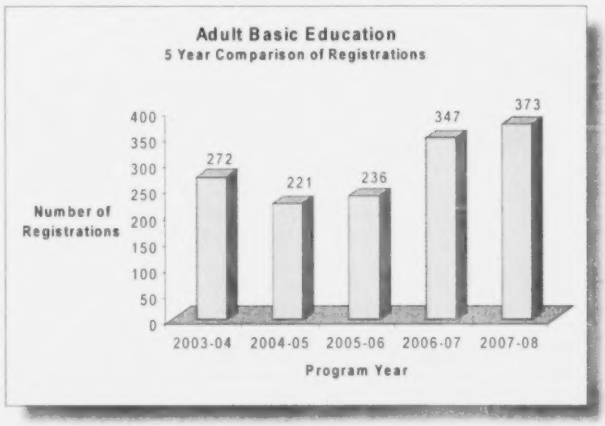
2007/08 Highlights:

- An Adult Grade 12/Level 4 program was offered on-reserve at the Red Earth First Nation. This program is being offered in 3 semesters; the first two were completed in 2007/08. The extra semester, which is scheduled for completion by January, 2009, was planned to allow the adults time to better manage school and home life while taking into consideration the English as a Second Language (ESL) needs of the Red Earth students. The students write all of the provincial examinations that are available for their subjects. The program has an 80% success rate in the first two semesters and students are eager to return for the third semester.
- The first semester of an Adult Grade 10/Level 3 program was offered on-reserve at the Muskoday First Nation and has been a very successful program with regard to both attendance and academics. The program is scheduled for completion in December, 2008 and students will then move into an Adult Grade 12 program scheduled to begin in January, 2009.
- In an effort to accommodate lower level learners in the core ABE programs, 3-4 students were registered in a combination of Level 2/Adult 10 subject areas.
- An additional Bridging/GED semester was added to the ABE programs in Melfort, Nipawin and Tisdale. This semester is provided to upgrade the academic skills of Adult Grade 10/Level 3 graduates who require the additional skill building necessary to be successful in the Adult Grade 12/Level 4 program. Students are also encouraged to prepare for and write the GED tests at the end of the semester. A special, day time GED test sitting is offered for these ABE students.
- Evening GED preparation programs were offered in Melfort, Nipawin, and Tisdale. The programs were well attended.

Strategic Plan Goal #1 - College of Choice for Learners and Employers

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Aboriginal Participation Enrolment Rate (% of aboriginals enrolled in programs)	60.9%	80.1%	75.1%
Graduation Rate (among all graduates)	65.6%	75.0%	59.0%
Graduation Rate (among aboriginal graduates)	29.4%	28.2%	10.7%
*Employment Rate (among aboriginals only)	58.3%	61.5%	0%
*Pursuing Further Education Rate (among aboriginals only)	80.8%	74.1%	100.0%

Note: Actuals include full time students only, baseline includes both full time and part time students.



Note: Increased registrations in 06-07 and 07-08 are due to increased funding for on-reserve programming as well as increased programming at main sites to bridge the gap between Level 3 and Level 4.

Adult Basic Education Non-Credit Programs

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic study, and to enhance their living and social skills.

In order to meet the education, training, and employment needs of the region, the following non-credit programs are offered:

- Adult Literacy; and
- English Language Training (ELT) or English as a Second Language (ESL).

2007/08 Highlights:

- Citizenship and Immigration Canada and Saskatchewan Immigration provided funding for a Language Instruction for Newcomers to Canada (LINC) program in Tisdale and Hudson Bay as well as ESL tutor classes in Melfort and Nipawin.
- Literacy tutors provided support to learners at four campus locations.
- Partnered with Kelsey Trail Health Region, and Kinistin First Nation in the planning and implementation of the Northeast Community Network Literacy Plan. The project included Early Childhood Learning, Balanced Literacy, ESL Tutor Training workshops and an attempt to increase awareness of the importance of literacy with business and industry in the region.
- Partnered with KidsFirst and North East Early Childhood Intervention Program in Nipawin in a family literacy project.

ESL learners with their tutor.

Strategic Plan Goal #2 Learners Succeed

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Total Enrolment (includes casual; distinct bodies)	48	47	87
Student Enrolment (expressed in Full Load Equivalents)	2.1	66.7	42.3
Completers (Full and Part time only; casual not included)	47	32	63
Completion Rate (% of those completed, casual not included)	97.9%	68.1%	72.4%
Pursuing Further Training (based on number contacted)	7	na	0

A group of ESL learners from the Ukraine.

Skills Training Credit Programs

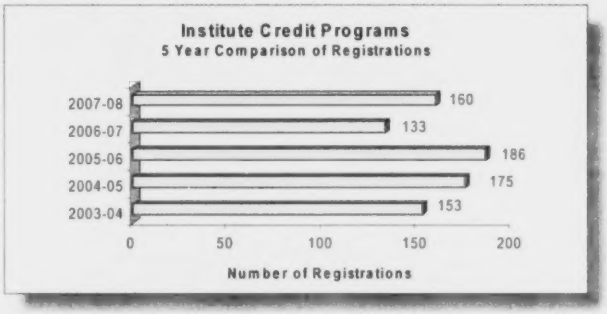
Skill Training credit programs are designed to provide training required for jobs in the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through the Regional Needs Assessment process, involving consultation with labour market partners. These programs are funded through the Saskatchewan Skills Extension Program, Job Start/Future Skills, as well as many industry partnerships. Skills training credit programs include:

- Vocational/Technical institute credit programs;
- Vocational/Technical industry credit programs; and
- Apprenticeship and Trade programs.

Program Objectives:

- To provide accredited full-time and part-time technical and vocational skill training opportunities to adults in the region.
- To provide upgrading of technical and vocational skills to employees and employers.
- To provide retraining to adults seeking new employment opportunities.
- To increase access to and ensure skills training is timely and relevant to industry and community employment needs.
- To assist low income learners to access training close to home.
- To provide a pool of skilled labour for business and industry.
- To provide training for potential business and industry considering locating in the region.
- To provide training to individuals who are currently unemployed in order to develop their skills to find sustainable employment.
- To work in cooperation with First Nation and Métis groups in the College region to promote equity, fairness, and diversity.

Practical Nursing Students



Note: In 2005-06 we had a large amount of part time students which increased registration numbers.

Primary Care Paramedic Students

Strategic Plan Goal #2 - Learners Succeed

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Total Enrolment (includes casual; distinct bodies)	170	176	165
Participation Rate (% of total College enrolment)	30.5%	30.5%	22.7%
Student Enrolment (expressed in Full Load Equivalents)	78.4	111.2	82.8
Graduates (full time and part time; casual not included)	78	109	83
Graduation Rate (% of those graduated, casual not included)	45.9%	65.7%	51.9%
Completers (full time and part time only, casual not included)	75	57	38
Completion Rate (% of those completed; casual not included)	44.1%	32.4%	23%
* Employment Rate (% of graduates contacted who were employed; does not include those in further training)	82.1%	93.3%	96.3%
* Pursuing Further Training (based on number contacted)	7	5	2
* Pursuing Further Education (% of those contacted)	28.6%	6.3%	67%
Graduation Rate (Full time students only)	80.0%	na	48.4%

Note: 2003-04 numbers for employed and pursuing further training included both completers and graduates, while the 2007-08 numbers include only graduates.

Welding students practicing their skills in the mobile training lab

2007/08 Highlights:

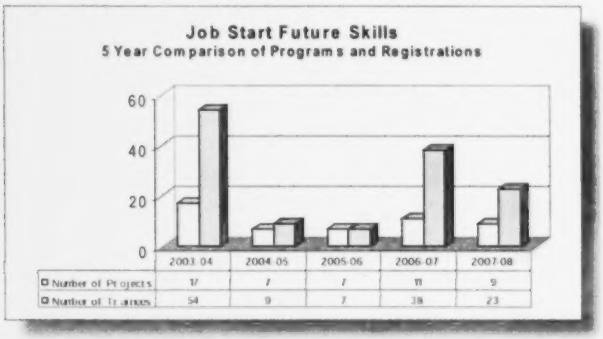
- Partnered with First Nations groups and SIIT to address the demand for trades certification in the region by offering an Applied Certificate in Welding using the SIIT mobile lab.
- Partnered with the Northeast School Division to offer welding, carpentry and cooking using local high school facilities to help meet the needs of employers in the region.
- The College responded to the Health Region's need for requiring all aides in the region to acquire certification in Continuing Care Assistant. Several programs were held in various locations on a full time as well as part time basis.
- Offered over 40 SIAST courses throughout the region via televised and online delivery.
- Partnered with the Rural Municipality of Tisdale, area farmers, and the Town of Tisdale to offer three Heavy Equipment Operator SIAST Applied Certificate training programs.
- Offered agricultural marketing classes for grain and cattle producers.
- Delivered Commercial Pesticide Applicator training to local farmers and those working seasonally in the agricultural sector.
- In response to the increase in daycare seats in our region, the College delivered an Orientation to Child Daycare program.

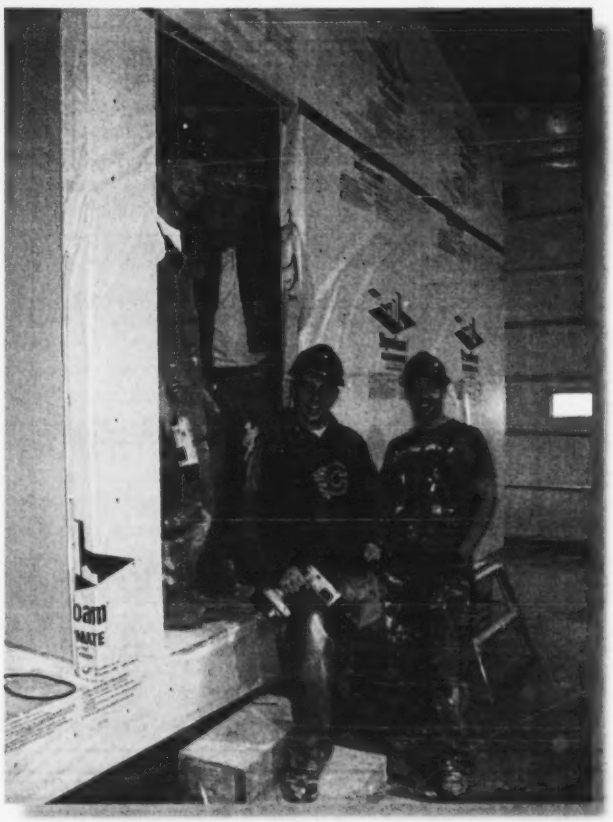
Strategic Plan Goal #1 - College of Choice for Learners and Employers

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Aboriginal Participation Enrolment Rate (% of aboriginals enroled in programs)	9.4%	17.0%	19.4%
Graduation Rate (among all graduates)	7.7%	23.0%	12.0%
Graduation Rate (among aboriginal graduates)	37.5%	66.7%	32.3%
*Employment Rate (among aboriginals only)	66.7%	66.7%	100.0%
*Pursuing Further Education Rate (among aboriginals only)	0.0%	4.0%	0.0%

Note: Actuals include full time students only.

Work-based training is provided largely through the Job Start/ Future Skills program. This program is designed to provide Saskatchewan businesses with an opportunity to train on-site in order to expand their business. Training is recognized through institutional credit, industry credit, or the Apprenticeship and Trade Certification Commission.





Job Start/Future Skills projects provide hands-on training.

Skills Training Credit Programs

Industry credit programs are designed to provide business, industry, and individual access to courses such as health and safety training, agriculture related courses, and other industry related training.

2007/08 Highlights:

- Partnered with DTI to deliver Truck Driver training to Métis students in the region.
- Delivered safety training to prepare individuals interested in working in the oilfields and mining industry.
- Provided target First Aid/CPR training to various local businesses, industries, and agencies. Other target training included forklift operations, WHMIS, and Special Oil Well Boiler Operator.
- Power Engineering, Fireman's Level ran successfully in Nipawin.
- Delivered Truck Driver Training to CASS and CanSask clients in various locations in the region including Tisdale, Melfort, Carrot River, Hudson Bay, White Fox, and Birch Hills.

H2S Safety Training Student

Strategic Plan Goal #1 - College of Choice for Learners and Employers

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Aboriginal Participation Enrolment Rate (% of aboriginals enroled in programs)	*4.6%	33.3%	9.0%
Graduation Rate (among all graduates)	*5%	na	8.5%
Graduation Rate (among aboriginal graduates)	*100%	na	93.8%
*Employment Rate (among aboriginals only)	50.0%	na	**0%

Note: Actuals include full time students only. The baseline is based on a low number of students and a high graduation rate.

**Follow-up is not completed on part-time and casual enrollments. There were no full time aboriginal enrollments in Industry Credit programs in 07-08

Strategic Plan Goal #2 - Learners Succeed

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Total Enrolment (distinct bodies)	233	700	552
Full Time and Part Time Enrolment			178
Casual Enrolment			374
Participation Rate (% of total College Enrolment)	15.8%	16.5%	25.3%
Student Enrolment (expressed in Full Load Equivalents)	24.8	138	101.3
Graduates (full time and part time)	78	86	176
Graduates (casual)			373
Graduation Rate (% of those graduated, casual not included)	90.0%	95.6%	98.9%
Completers (full time and part time)	*10	4	3
Completers (casual)			1
Completion Rate (% of those completed, casual not included)	*4.3%	4.4%	1.7%

Note: Estimated safety training for 2007-08 exceeded expectations due to local market saturation.
* Baseline included casual students however target and actuals do not include casual students.

Skills Training Non-Credit Programs

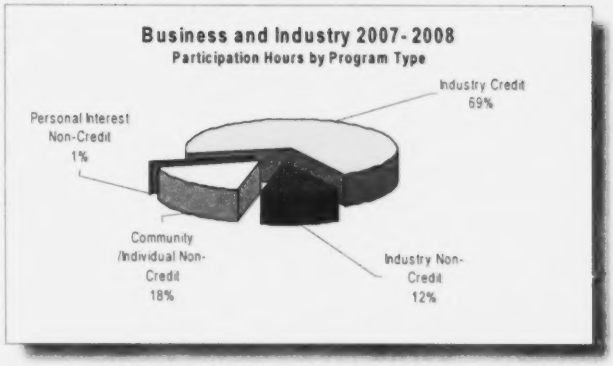
Skills Training non-credit programs provide learning opportunities in the areas of business and industry, community and individual development, and other personal interest courses.

Program Objectives:

- To work collaboratively in assessing the training needs of individuals, businesses and industries in the region, and to develop programming to meet the identified needs.
- To expand relationships with specific target groups including business, industry, First Nations and Métis groups, and to deliver training to meet their needs.
- To utilize technology to enhance learning and increase accessibility.

2007/08 Highlights:

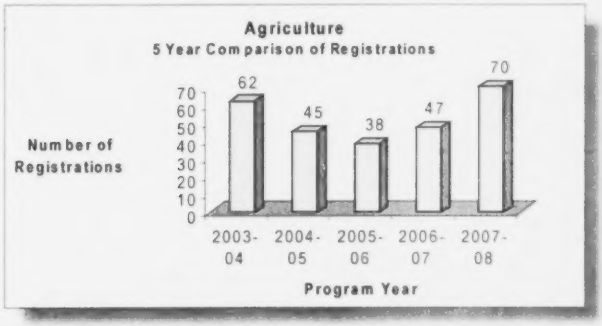
- Provided target computer training to various local businesses, industries, and agencies.
- Delivered a farm welding course in response to demand from the general public.
- Signed English was delivered in support of Teacher Aides and family members of the speech/hearing impaired.
- Provided support to the Older Workers program that included 60 hours of computer training, WHMIS and first aid.



Strategic Plan Goal #1 - College of Choice for Learners and Employers

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Total Enrolment (includes casual, distinct bodies)	77	100	475
Student Enrolment (expressed in Full Load Equivalents)	33.7	48.8	44.6

Note: The total enrolment 2007-08 actuals represent the total number of distinct bodies enrolled. The corresponding FLE appears low due to the numbers of course hours delivered. One FLE represents 240 hours.



Note: An increase in registration for 2007-08 is due in part to the Canadian Agricultural Skills Service (CASS) Program

University

The University Program provides students in the region with a variety of courses from the University of Saskatchewan, the University of Regina, and First Nations University of Canada. These courses are delivered by several modes including traditional classes, video-conferencing, tutor-enhanced, online, and televised. Students have access to a number of services to ensure their university experience is successful. The College offers the following services to students:

- Academic Counselling
- Scholarship and Bursary Program
- Career Counselling
- Computer Access
- Library Access
- Study Skills Workshops
- Writing Centre Services

Program Objective:

To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.

2007/08 Highlights:

- Over 100 courses from the U of S, the U of R, and First Nations University of Canada were offered throughout the region.
- The College began offering the Master of Educational Administration Program from the U of S.
- The College continued to recruit international students.
- 98% of Cumberland College university students completed their courses.

University art students displayed their work at a local exhibition.

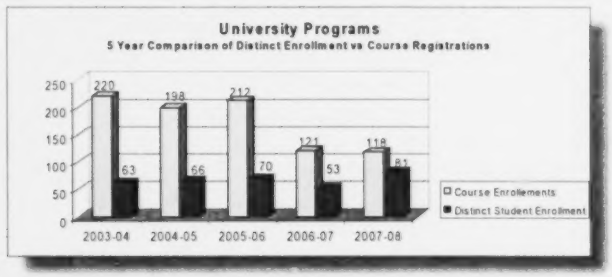
U of S Chemistry 250.3 Students

Strategic Plan Goal #2 - Learners Succeed

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Total Enrolment	64	54	81
Participation Rate % of total College Enrolment	11.5%	11.4%	11.5%
Student Enrolment (Expressed in FLE's)	35.3	24	25.1

Strategic Plan Goal #1 - College of Choice for Learners and Employers

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Aboriginal Participation Enrolment Rate (% of Aboriginals enrolled in University courses)	13.0%	18.5%	6.2%



Note: Although course enrollments were maintained close to the previous year's level, the number of distinct students enrolled in University was higher than the pervious 5 years. This is primarily due to the Master of Educational Administration Program.

Learner Services

The primary focus of Learner Services is to provide programs and services that afford learners the maximum opportunity to succeed. Counsellors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

Program Objectives:

- To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- To provide services and resources that will assist with learners' academic achievement and personal well being, as well as the development of learning and career plans.
- To provide learner support services for distance learners.
- To explore programs and combinations of programs which lend themselves to individual learning methods.

Continuing Care Assistant Graduate

Goal # 1 - College of Choice for Learners and Employers

Performance Measure	2003-04 Baseline	2007-08 Target	2007-08 Actuals
Student Satisfaction Surveys (Very Good to Excellent)	82.0%	90.0%	93.5%
Number of Scholarships and Bursaries (actual number awarded)	28	50	52
Value of Schlorships and Bursuries (actual amount awarded)	$14,300	$50,000	$42,600

Counsellors provide academic, personal, and career counselling at all College locations

2007/2008 Highlights:

- Following up on a successful pilot in 2006/07, a Power of Change workshop was delivered to the First Nations Agriculture Council in March of 2008.
- Through a partnership with the Marguerite Riel Centre in Melfort, a Residential School Impact Workshop was delivered in Nipawin. This workshop featured both provincial and national speakers. Over 100 participants were in attendance.
- A Student Rights and Responsibilities charter was developed for use in College programming.
- Developed a College-wide Student Retention Strategy in support of the Linking Learners to Labour proposal.
- College counselors provided support to the provincial CASS program. Over 500 individual learning plans developed with farmers.
- Three successful Transitions to Employment programs were delivered with funding from CanSask, and in partnership with community groups.
- Career Workshop delivered on reserve to James Smith students.
- RPL valuator trained, at provincial training in-service through the provincial RPL project.
- Students with learning disabilities supported by tutors, provided by provincial EAPD funding.
- 52 scholarships worth $42,600 were presented at our annual Scholarship Ceremony in February 2008.

Technology Enhanced Learning (TEL)

Technology Enhanced Learning is integrated into all dimensions of Cumberland College, including academic and career counseling, student support, instructor in-service, program development, and program delivery. TEL enables the College to serve the needs of our students by ensuring that rural and northern learners have the same access to courses, technological tools, networks, and expertise available to their urban counterparts.

Key Accomplishments:

Building internal capacity at the College to develop and deliver distance education was accomplished by:

- Providing training and professional development opportunities to College staff to increase their awareness and use of technology such as Smart Board, Adobe Connect, and Moodle for both distance education and face to face instruction.
- Continuing to offer PSY 30 and IP30 in an online format to students regionally, using Moodle and Adobe Connect.
- Using video conferencing technology on a regional basis to offer courses such as Chem 20 and 30.
- Continued research, design, delivery, and evaluation of online courses
- Developing a partnership with AEE&L, Saskatchewan Immigration Branch for the online delivery of English Language Training in pronunciation aimed at English Language benchmark levels 8-12.
- Completing an online database to track exam invigilations.
- Redesigning the Cumberland College website using applications and tools researched and designed by the College's IT department.
- Education Technology consultant presented the eLearning Networks concept paper to Saskatchewan Regional Colleges Chief Executive Officers Council. The concept paper identifies a method that the colleges can use to deliver and share online courses.

Provincial college's forming communities of practice in order to collectively build capacity in educational technology and distance education was accomplished through:

- Sharing of online courses with other colleges.
- Participation in Campus Saskatchewan Rural and Northern Supports Committee.
- Participation of ET consultant on provincial planning committees, such as TLT conference
- Signing a MOU with Parkland College regarding the sharing of online resources.
- Participation in two U of S Regional Delivery Committee meetings via video conference.
- Providing web-conferencing services to a group of ranchers in northeast Saskatchewan to enable them to connect to an in-service in the United States.

Issues:

Issues for Students are:

- Access to online courses;
- Understanding technologies and applications; and
- Need for more support.

Solutions to the issues are:

- Development and sharing of online courses with other Colleges;
- Participating in an anticipated provincial strategy for the development and delivery of online courses for adult students once served by the Correspondence school;
- Orientating online students to tools like Adobe Connect and Moodle and providing facilitator support at each location participating in distance education.
- Providing student support through an Information Technology Analyst, Information Technology Assistant, and Educational Technology Consultant.

Trends:

- There is a need for flexibility and alternative delivery methods for ABE programming.
- There is a need for the online delivery of English Language training to immigrants in rural areas
- There is more delivery of ABE programming on reserves where adult students often do not have access to the computer labs and training needed to support curriculum.
- ABE will continue to offer video conference, online, and blended learning courses regionally to accommodate the needs of students in courses with lower enrolments.
- Online learning will continue to grow in the area of university programming. Delivery modes such as televised, online, and video conferencing provide greater accessibility and affordability to rural students.
- Partnerships will be formed for the online delivery of courses using Moodle and Adobe Connect. Specialized IT services, and hosting proposals, may grow as organizations see an increased need for knowledge based services.

Human Resources

Human resource levels remained relatively stable during the 2007/08 program year. Programming changes as a result of the Ministry's mid-year investment did result in a few new employees working at the College and some existing staff moving into different positions. The College also had a small increase in the number of paid tutor positions which highlights on-going commitment to learner success.

Although Cumberland College remains an employer of choice, recruitment of qualified instructors for our Technical Programming was and continues to be a challenge. Increased competition in the labour market is making it more difficult to recruit and retain new employees.

This year was the first year of the college's five year strategic plan. In terms of human resources one of the objectives is to continue implementation of a representative workforce strategy. In 2007/08 a baseline to monitor the College's employment rate of Aboriginal people relative to the working age population in the College region was established. While the indicator will evolve into a 3 year rolling average, the initial employment rate at Cumberland was found to be 5%.

In terms of policy development, no new Human Resource policies were introduced although several existing policies were reviewed as part of the regular three year review schedule.

Cumberland College Staff 2007-08

Organizational Changes

There were no significant changes to the organizational design of the College in 2007/08; however when the Director of Programs and Employer Services position became vacant we took the opportunity to replace it with a new full-time manager position in the area of Business and Industry. The Business and Industry Manager is responsible for responding to the growing needs of the business and industry sectors in the region.

Professional Development

During the 2007-2008 fiscal year Cumberland College staff continued to improve their professional development by participating in a variety of activities. The majority of activities involved attendance of various workshops, conferences, as well as credit and non-credit courses.

Cumberland College Staff 2007-08

Administration

Valerie Mushinski	Chief Executive Officer
Gina Carrington	Director of Programs & Employer Services
Leslee Serack	Director of Finance
Lyle Bittman	Director of Development
Jennifer McBain	Executive Assistant
Beverly Bothorel	Accounting Clerk
Carla Scowen	Accounts Payable/Receivable Clerk

Program Staff

Donelda Brady	Training Consultant
Sherilyn Coates	Counsellor
Rhonda Durand	Counsellor
Lynette Gerski	Program Assistant
Debbie Grassing	Receptionist
Melinda Head	Receptionist
Linda Kerslake	Manager, Adult Basic Education & Literacy
Kirk Kezema	Educational Technology Consultant
Alayne King	Receptionist
Susan Kiverago	Counsellor
Corinne Lam Ma	Counsellor
Sarah MacNaughton	Receptionist
Marie Marshall	Program Assistant
Jackie Masich	Training Consultant
Lynda McPhee	Literacy Coordinator
Brenda Mellon	Manager, Marketing & University
Diane Muir	Site Attendant
Laurie Nielsen	Training Consultant
Lisa Neufeld	Site Attendant
Greg Nelson	Transitions to Employment Coordinator
Myra Paslowski	Receptionist
Lois Preete	Literacy Project Coordinator
Gloria Rommel	Receptionist
Joy Solsten	Manager, Technical, Future Skills, and Agriculture
Norma Stephanson	Counsellor
Sandra Stephenson	Manager, Learner Services
Tasha Stringer	Site Attendant
Kellie Stroeder	Adult Basic Education and Program Development Coordinator
Gloria Stushnoff	Transitions to Employment Coordinator
Angele Teale	Site Attendant
Cory Teale	IT Analyst
Teri Thompson	CASS Counsellor
Debbie Turgeon	Registrar
Elaine Valleau	Counsellor
Trudi Webster	Manager, Business & Industry
Edwin Whitehead	Counsellor
Brandy Wicks	Pronunciation Project Coordinator
Eleanor Wiebe	Program Assistant
Tracy Wilson	Receptionist
Tyler Wood	IT Assistant
Debbie Zazelenchuk	Technical Programs Coordinator

Instructional Staff

Dorthy Allen	Adult Basic Education
Diane Barnett	Office Education
Diane Berge	Adult Basic Education
Myrne Boe	Adult Basic Education
Ann Boxall	Continuing Care Assistant
Sherilyn Coates	LINC Instructor
Darrell Collins	Adult Basic Education
Lori Constant	Adult Basic Education
Barb Deck	Adult Basic Education
Melanie Donald	Continuing Care Assistant
Janice Dyck	Adult Basic Education
Beth Goertzen	Adult Basic Education
Mike Hardwicke	Adult Basic Education
Jeannine Hinrichsen	Practical Nurse
Della Joinson	Adult Basic Education
Randy Joinson	Pre-employment Carpentry
Kathie Jones	Adult Basic Education
Carroll Joyes	Continuing Care Assistant
Jim Kulpa	Adult Basic Education
Trevor Leader	Pre-employment Welding
Lynda McPhee	LINC ESL
Wayne Muir	Adult Basic Education
Beverly Park	Adult Basic Education
Dawn Schumilas	Business Certificate
Grace Siermachesky	Institutional Cooking
Linda Slater	Adult Basic Education
Carolyn Stailing	Adult Basic Education
Andrea Staples	Practical Nurse
Teri Thompson	Adult Basic Education
Brandie Trew	Adult Basic Education
Lynn Verklan	Office Education
Dennis Wiebe	Adult Basic Education

CUMBERLAND COLLEGE

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  Nipawin SK
  S0E 1E0
  P 862-9833
  F 862-4940

- **Melfort**
  P.O. Box 2320
  Melfort SK
  S0E 1A0
  P 752-2786
  F 752-3484

- **Tisdale**
  P.O. Box 967
  Tisdale SK
  S0E 1T0
  P 873-2525
  F 873-4450

- **Hudson Bay**
  P.O. Box 207
  Hudson Bay SK
  S0E 0Y0
  P 865-2175
  F 865-2314

CUMBERLAND REGIONAL COLLEGE
Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by NeuPath Group, PC Inc. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

September 22, 2008

Date

CUMBERLAND COLLEGE

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Letter of Transmittal

October 8, 2008

Honourable Rob Norris
Minister of Advanced Education, Employment and Labour
Room 208, Legislative Building
Regina SK S4S 0B3

Dear Minister Norris:

On behalf of the board of directors of Cumberland Regional College, and in accordance with the provisions of The Regional Colleges Act, I am pleased to submit the audited financial statements of Cumberland Regional College for the fiscal year ending June 30, 2008.

Respectfully submitted,

Maurice Taylor, Chair
Cumberland Regional College

NeuPath Group, PC Inc.
Chartered Accountants

Board of Directors
Cumberland Regional College
Nipawin, Saskatchewan

AUDITORS' REPORT

We have audited the statement of financial position of Cumberland Regional College as at June 30, 2008 and the statements of operations, changes in net assets and cash flows for the year then ended. The College's management is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

September 18, 2008
Nipawin, Saskatchewan

Chartered Accountants

CUMBERLAND REGIONAL COLLEGE
STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2008
Statement 1

	Operating Fund	Capital Fund	2008 Total	2007 Total
ASSETS				
Current Assets				
Cash	$876,036	$2,559,879	$3,435,915	$2,122,901
Accounts receivable (note 3)	237,728	-	237,728	201,492
Prepaid expenses	33,984	-	33,984	21,842
	1,147,748	2,559,879	3,707,627	2,346,234
Capital Assets (note 4)	-	865,019	865,019	752,799
	$1,147,748	$3,424,898	$4,572,646	$3,099,033
LIABILITIES				
Current Liabilities				
Accrued salaries and benefits	$152,471	$-	$152,471	$123,745
Accounts payable and accrued liabilities (note 6)	109,920	-	109,920	236,609
Unearned revenue (note 7)	424,200	-	424,200	584,336
	686,591	-	686,591	944,690
NET ASSETS				
Invested in capital assets	-	865,019	865,019	752,799
Externally restricted (note 8)	-	2,109,954	2,109,954	-
Internally restricted (note 9)	279,152	449,925	729,077	1,244,541
Unrestricted	182,005	-	182,005	157,004
	461,157	3,424,898	3,886,055	2,154,343
	$1,147,748	$3,424,898	$4,572,646	$3,099,033

APPROVED ON BEHALF OF THE BOARD

_____ *Director*

_____ *Director*

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF OPERATIONS
FOR THE YEAR ENDED JUNE 30, 2008
Statement 2

	Operating Fund			Capital Fund		Total	
	2008 Budget (Note 11)	2008	2007	2008	2007	2008	2007
Revenues (Schedule 1)							
Provincial Government	$ 3,988,445	$ 4,362,381	$ 4,221,973	$ 2,120,000	$ 25,000	$ 6,482,381	$ 4,246,973
Federal Government	1,784	49,800	19,470	-	-	49,800	19,470
Other Revenue	1,221,672	1,437,498	1,094,488	14,954	-	1,452,452	1,094,488
	5,211,901	5,849,679	5,335,931	2,134,954	25,000	7,984,633	5,360,931
Expenses (Schedule 2)							
Agency contracts	949,427	1,141,473	832,844	-	-	1,141,473	832,844
Amortization	-	-	-	138,916	132,353	138,916	132,353
Equipment	176,276	328,635	236,504	-	-	328,635	236,504
Facilities	244,883	252,870	248,311	-	-	252,870	248,311
Information technology	68,957	52,105	44,308	-	-	52,105	44,308
Operating (Schedule 3)	684,252	652,953	687,357	-	-	652,953	687,357
Personnel services	3,634,096	3,685,970	3,315,225	-	-	3,685,970	3,315,225
	5,757,891	6,114,006	5,364,550	138,916	132,353	6,252,922	5,496,903
Excess (deficiency) of revenues over expenses	$ (545,990)	$ (264,327)	$ (28,619)	$ 1,996,038	$ (107,353)	$ 1,731,711	$ (135,972)

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CHANGES IN NET ASSETS
FOR THE YEAR ENDED JUNE 30, 2008
Statement 3

	2008				2007
	Invested in capital assets	Restricted	Unrestricted	Total	Total
Net assets, beginning of year	$ 752,799	$ 1,244,541	$ 157,004	$ 2,154,344	$ 2,290,315
Excess (deficiency) of revenues over expenses	1,996,038	-	(264,327)	1,731,711	(135,972)
Interfund transfers:					
Investment in capital assets	226,136	-	(226,136)	-	-
Internally imposed restrictions	-	(515,464)	515,464	-	-
Externally imposed restrictions	(2,109,954)	2,109,954	-	-	-
Net assets, end of year	$ 865,019	$ 2,839,031	$ 182,005	$ 3,886,055	$ 2,154,343

	Balance, beginning of the year	To Restricted	From Restricted	Balance, end of the year
Externally Restricted (Note 8)				
Advanced Education, Employment and Labour Capital Funding	$ -	$ 2,109,954	$ -	$ 2,109,954
Internally Restricted (Note 9)				
Operations	75,305	14,127	(15,280)	74,152
Professional development	15,000	-	(15,000)	-
Personal professional development	19,340	-	(19,340)	-
Curriculum development	6,993	-	(6,993)	-
ABE resources	6,197	1,319	(7,516)	-
Programs	399,944	-	(257,444)	142,500
Innovation fund	136,762	-	(74,262)	62,500
Capital	225,000	-	(85,075)	139,925
Nipawin facility	300,000	-	-	300,000
Tisdale facility	60,000	-	(50,000)	10,000
	1,244,541	15,446	(530,910)	729,077
	$ 1,244,541	$ 2,125,400	$ (530,910)	$ 2,839,031

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2008
Statement 4

	2008	2007
Cash flows from (used in) operating activities		
Excess (deficiency) of revenues over expenses	$ 1,731,711	$ (135,972)
Amortization of capital assets	138,916	132,353
Net change in non-cash working capital (note 10)	(306,477)	300,169
	1,564,151	296,551
Cash flows used in investing activities		
Purchase of capital assets	(251,136)	(166,229)
Net increase in cash	1,313,015	130,322
Cash, beginning of year	2,122,901	1,992,579
Cash, end of year	$ 3,435,916	$ 2,122,901

See accompanying notes

1. PURPOSE AND AUTHORITY

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act.* The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocation training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

(a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives.

(i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

(ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

(b) Revenue recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(c) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under $500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives as follows, and amortization is reported as an expense in the capital fund.

Buildings	5%
Leasehold improvements	5%
Furniture and equipment	10% to 33%
Vehicles	20%

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

(e) Cash

Cash is represented by cash on hand and balances with banks.

(f) Financial instruments

Effective July 1, 2007, the College adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 - Financial Instruments - Recognition and Measurement. Under these new standards, all financial assets and financial liabilities must be identified and classified. This classification determines how each financial instrument is measured.

The College's financial instruments and their classification are as follows:

Financial Instrument	Classification
Cash	Held for trading
Accounts receivable	Loans and receivables
Short-term investments	Held for trading
Accrued salaries and benefits	Other liabilities
Accounts payable and accrued liabilities	Other liabilities

Held for trading financial assets and liabilities are measured at fair value. Changes in the fair value are recognized in the Statement of Operations and Changes in net Assets. Loans and receivables and other financial liabilities are measured at amortized cost. Due to their short term nature, the amortized cost of these instruments approximates their fair value.

This change in accounting policy did not have a significant impact on the College's financial statements at the time of adoption.

(g) Recent accounting pronouncements

Effective July 1, 2008, the College will be required to adopt CICA Handbook sections 3862 - Financial Instruments - Disclosures, and 3863 - Financial Instruments - Presentation. Section 3862 provides standards for disclosure of the risks arising from financial instruments to which the College is exposed, and how the risks are managed by the College. Section 3863 provides standards for the presentation of financial instruments and non-financial instrument derivatives. The College is currently evaluating the impact of the adoption of these new sections on its financial statements.

3. ACCOUNTS RECEIVABLE

	2008	2007
Saskatchewan Advanced Education, Employment and Labour	$ 119,192	$ 92,006
Federal Government	33,240	14,588
Other	85,296	94,898
	$ 237,728	$ 201,492

4. CAPITAL ASSETS

	2008			2007
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Buildings	$ 1,334,210	$ 608,236	$ 725,974	$ 572,861
Leasehold improvements	258,242	148,566	109,676	122,588
Furniture and equipment	670,819	641,450	29,369	57,349
Vehicles	23,486	23,486	-	-
	$ 2,286,757	$ 1,421,738	$ 865,019	$ 752,799

5. LEASE OBLIGATIONS

The College is committed under an annual term lease for office space at the following minimum amount for the next year (exclusive of proportionate increases and additional occupancy costs – the lease is negotiated annually):

2009	$ 24,917

The College is committed under an operating lease for office equipment as follows:

2009	$ 12,835

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2008	2007
Provincial Government	$ 5,643	$ 13,388
Federal Government	1,512	99,856
Other	102,765	123,366
	$ 109,920	$ 236,609

7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2008	2007
Saskatchewan Advanced Education, Employment and Labour	$ 405,623	$ 584,336
Other	18,577	-
	$ 424,200	$ 584,336

8. EXTERNAL RESTRICTIONS ON NET ASSETS

Advanced Education, Employment and Labour has funded $2,109,954 (2007 - $nil) designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of Advanced Education, Employment and Labour.

9. INTERNAL RESTRICTIONS ON NET ASSETS

During the year the Board of Directors reallocated $15,446 within the internally restricted fund to be used for various purposes as indicated on Statement 3. The Board of Directors also approved the transfer of $530,910 from internally restricted net assets to unrestricted net assets.

10. NET CHANGE IN NON-CASH WORKING CAPITAL

	2008	2007
Accounts receivable	$ (36,236)	$ 38,179
Prepaid expenses	(12,142)	(4,449)
Accounts payable and accrued liabilities and accrued salaries and benefits	(97,964)	167,796
Unearned revenue	(160,136)	98,643
	$ (306,477)	$ 300,169

11. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on June 26, 2007. The Minister approved the budget on August 21, 2007.

12. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as ministries, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

Related party expenses during the year were as follows:

	2008	2007
SaskEnergy	$ 1,831	$ 645
SaskPower	1,652	265
SaskTel and SaskTel Mobility	54,000	50,538
Saskatchewan Institute of Applied Science and Technology	289,734	162,697
Saskatchewan Property Management	79,428	78,255
University of Saskatchewan	62,207	63,212
University of Regina	5,572	5,092
	$ 494,424	$ 360,704

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.

13. FINANCIAL INSTRUMENTS RISKS

The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the provincial and federal government, therefore, credit risk is minimal.

14. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission and the Saskatchewan Teachers' Federation respectively. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan.

The last actuarial valuaton of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $97,881 (2007 - $79,272).

15. CONTINGENT LIABILITY

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing purported decisions of the Municipal Employees Pension Plan, relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College, have been named. It is not possible to estimate the potential effect of the claim at this stage in the proceedings.

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2008
Schedule 1

	2008										
	General	Skills Training		Basic Education		University	Services			2008	2007
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Budget (Note 11)	Total
Provincial Government											
Saskatchewan Advanced Education, Employment and Labour											
Operating grant	$ 1,734,241	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,734,241	$ 1,684,639	$ 1,619,595
Program payments	-	1,080,809	28,205	636,301	199,961	85,215	180,071	50,994	2,261,557	2,213,698	2,125,651
Other	-	-	-	-	-	-	16,681	-	16,681	90,108	15,590
	1,734,241	1,080,809	28,205	636,301	199,961	85,215	196,751	50,994	4,012,478	3,988,445	3,760,835
Other Provincial	38,662	-	142,129	62,292	4,634	-	355	101,830	349,903	-	461,138
	1,772,903	1,080,809	170,334	698,593	204,596	85,215	197,106	152,825	4,362,381	3,988,445	4,221,973
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Seat purchases	-	-	-	-	-	-	-	-	-	-	-
Projects	-	-	-	-	-	-	-	-	-	1,784	-
Other	-	-	-	-	49,800	-	-	-	49,800	-	19,470
	-	-	-	-	49,800	-	-	-	49,800	1,784	19,470
Other Revenue											
Admin recovery	2,540	-	-	-	-	-	-	-	2,540	-	4,003
Contracts	2,879	21,077	8,324	148,672	75,282	13,277	7,494	3,706	280,711	608,208	338,000
Interest	97,680	-	-	-	-	-	-	-	97,680	85,000	109,751
Rents	390	-	10	-	-	-	-	-	400	-	690
Resale items	3,728	83,767	29,024	-	1,704	15,918	-	-	134,141	95,950	91,724
Tuition	-	408,693	462,588	-	5,870	32,262	5,862	-	915,274	422,414	542,084
Other	895	2,730	-	-	-	727	2,400	-	6,753	10,100	8,238
	108,112	516,267	499,946	148,672	82,856	62,184	15,756	3,706	1,437,498	1,221,672	1,094,488
Total revenues	1,881,015	1,597,076	670,280	847,265	337,251	147,399	212,862	156,531	5,849,679	5,211,901	5,335,931
Total operating fund expenses (Schedule 2)	2,184,784	1,354,957	529,052	792,020	439,945	195,246	387,887	230,115	6,114,006	5,757,891	5,364,550
Excess (deficiency) of revenues over expenses	$ (303,769)	$ 242,119	$ 141,228	$ 55,245	$ (102,694)	$ (47,848)	$ (175,025)	$ (73,584)	$ (264,327)	$ (545,990)	$ (28,619)

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION
FOR THE YEAR ENDED JUNE 30, 2008
Schedule 2

	2008									2008 Budget (Note 11)	2007 Total
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total		
Agency contracts	$ -	$ 624,216	$ 419,398	$ -	$ 31,744	$ 58,569	$ 1,600	$ 5,945	$ 1,141,473	$ 949,427	$ 832,844
Equipment	277,891	3,463	10	8,023	5,168	963	29,552	3,565	328,635	176,276	236,504
Facilities	160,921	32,511	5,184	11,695	21,168	1,525	10,193	9,674	252,870	244,883	248,311
Information technology	30,529	768	4,658	92	-	-	13,744	2,314	52,105	68,957	44,308
Operating (Schedule 3)	290,960	116,906	64,260	63,656	51,956	29,474	21,208	14,533	652,953	684,252	687,357
Personnel services	1,424,482	577,094	35,542	708,554	329,909	104,716	311,590	194,084	3,685,970	3,634,096	3,315,225
	$ 2,184,784	$ 1,354,957	$ 529,052	$ 792,020	$ 439,945	$ 195,246	$ 387,887	$ 230,115	$ 6,114,006	$ 5,757,891	$ 5,364,550
			$ 1,884,009		$ 1,231,965			$ 618,001			

See accompanying notes

CUMBERLAND REGIONAL COLLEGE

SCHEDULE OF OPERATING EXPENSES
FOR THE YEAR ENDED JUNE 30, 2008
Schedule 3

	2008 Budget (Note 11)	2008 Total	2007 Total
Advertising	$ 92,773	$ 122,079	$ 83,986
Association fees and dues	12,449	12,115	12,706
Financial services	2,000	3,373	1,901
In-service	24,940	8,402	13,733
Insurance	9,526	12,293	9,256
Materials and supplies	218,357	164,975	162,802
Postage, freight and courier	16,656	17,159	17,887
Printing and copying	26,650	19,579	28,248
Professional services	27,300	37,768	71,311
Resale items	90,900	99,643	107,346
Subcriptions	2,200	1,493	5,742
Telephone and fax	57,485	52,637	50,538
Travel	90,716	89,606	104,629
Other	12,300	11,830	17,273
	$ 684,252	$ 652,953	$ 687,357

See accompanying notes

Glossary of Terms

AEE&L: Advanced Education, Employment, and Labour

CASS: Canadian Agriculture Skills Service

Casual Student: A person taking courses within a program group that collectively totals less than 30 hours of scheduled time.

Community/Individual Non Credit: Education and training that leads to or enhances a person's employability or enhances community and/or social development, but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program.

CPR: Cardiopulmonary resuscitation

CRC: Cumberland Regional College

Credit: Learning which is certified by a recognized body.

Distinct Student: An individual participating, over an identified period of time, in one or more program sessions offered by the College.

DTI: Dumont Technical Institute

EI: Employment Insurance

ELT: English Language Training

ESL: English as a second language

FLE: (Full Load Equivalency) The total participant hours divided by the generally accepted full-load equivalent factor for a program group.

FTE: Full time equivalency for staff.

Full-Time Student: A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

GED: General Education Development: A series of exams that are written to determine grade 12 equivalency.

Graduate: A student who has successfully completed all program requirements and has attained a level of standing resulting in credit recognition from an accrediting institution, industry, and/or regulatory body.

Industry Credit: Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry, group, firm, or sector, that does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit granting agency.

IT: Information Technology

LINC: Language Instruction for Newcomers to Canada

Non-Credit: Learning which may include some form of evaluation but does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (course) session.

Part-Time Student: A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individuals or groups for the purpose of enhancing their hobby, leisure, and recreational skills.

Program: A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

Registration: The number of students registered.

RPL: Recognition of Prior Learning

SARs: Social Assistance Recipients

SCN: Saskatchewan Communications Network is a satellite delivery system for distance education courses.

Services: The formal act (activities which are tracked) of helping, providing assistance, and/or advice.

SIAST: Saskatchewan Institute of Applied Science and Technology

SIIT: Saskatchewan Indian Institute of Technologies

SIS: Student Information System is a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

TEL: Technology Enhanced Learning is a program provided to Regional Colleges to assist colleges in obtaining the means to deliver more courses through distance learning, using a variety of technology.

U of R: University of Regina

U of S: University of Saskatchewan

WHIMIS: Workplace Hazardous Materials Information System

Table 1 Student Enrollments by Regional College 2007-08

		Actuals							
		2006-2007				2007-2008			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	68	57	2	67.74	64	96	5	82.81
	Other	10	2	0	12.95	na	na	na	na
	Apprenticeship & Trade	na	na	na	na	na	na	na	na
	Total Institute Credit	78	59	2	80.69	64	96	5	82.81
	Industry Credit:								
	Total Industry Credit	0	146	373	129.92	0	180	374	101.30
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	62	350	28.42	0	81	396	44.64
TOTAL SKILLS TRAINING		78	267	725	239.03	64	357	775	228.75

Table 1a Student Enrollments by Program Delivery Area - Melfort 2007-08

Cumberland Regional College Comprehensive Student Enrollment: Melfort Campus									
		Actuals							
		2006-2007				2007-2008			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST	35	31	0	34.21	36	26	1	35.36
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	na	na	na	na	na	na	na	na
	Total Institute Credit	35	31	0	34.21	36	26	1	35.36
	Industry Credit:								
	Total Industry Credit	0	59	146	48.54	0	56	90	30.80
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	15	108	8.08	0	4	96	5.87
TOTAL SKILLS TRAINING		35	105	254	90.83	36	86	187	72.03
ADULT BASIC EDUCATION	**BE Credit:**								
	Adult 12	35	15	0	27.20	17	28	0	19.45
	BE 10	33	11	0	32.23	34	21	0	25.86
	Academic GED	3	0	0	4.12	11	10	0	15.81
	Total BE Credit	71	26	0	63.55	62	59	0	61.12
	BE Non-Credit:								
	Employability/Life Skills	3	0	0	0.01	19	2	0	18.93
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	30	18	0	38.59	19	22	0	21.95
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	33	18	0	38.60	38	24	0	40.878
TOTAL ADULT BASIC EDUCATION		104	44	0	102.15	100	83	0	101.998
UNIVERSITY	***Total University***	12	22	0	14.90	10	44	0	17.10
TOTAL ENROLLMENT		151	171	254	207.88	146	213	187	191.128

Table 1a Student Enrollments by Program Delivery Area - Tisdale 2007-08

Cumberland Regional College Comprehensive Student Enrollment: Tisdale Campus									
		Actuals							
		2006-2007				2007-2008			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST	13	3	0	10.95	10	46	4	24.38
	Other	10	2	0	12.95	na	na	na	na
	Apprenticeship & Trade					na	na	na	na
	Total Institute Credit	23	5	0	23.90	10	46	4	24.38
	Industry Credit:								
	Total Industry Credit	0	62	129	58.88	0	48	151	26.68
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	16	88	7.67	0	30	137	21.77
TOTAL SKILLS TRAINING		23	83	217	90.44	10	124	292	72.83
ADULT BASIC EDUCATION	**BE Credit:**								
	Adult 12	16	11	0	14.82	16	15	0	14.93
	BE 10	21	1	0	17.09	17	8	0	13.58
	Academic GED	na	na	na	na	na	na	na	na
	Total BE Credit	37	12	0	31.91	33	23	0	28.51
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0.00	0	0	0	0
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	1	0	0.03	0	15	0	0.83
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	0	1	0	0.03	0	15	0	0.83
TOTAL ADULT BASIC EDUCATION		37	13	0	31.94	33	38	0	29.34
UNIVERSITY	***Total University***	0	23	0	4.70	0	21	0	4.40
TOTAL ENROLLMENT		60	119	217	127.08	43	183	292	106.57

Table 1a Student Enrollments by Program Delivery Area - Nipawin 2007-08

Cumberland Regional College Comprehensive Student Enrollment: Nipawin Campus									
		Actuals							
		2006-2007				2007-2008			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST	21	23	0	22.56	18	24	0	22.32
	Other					na	na	na	na
	Apprenticeship & Trade					na	na	na	na
	Total Institute Credit	21	23	0	22.56	18	24	0	22.32
	Industry Credit:								
	Total Industry Credit	0	17	105	20.90	0	64	109	36.86
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	23	107	9.14	0	35	125	13.60
TOTAL SKILLS TRAINING		21	63	212	52.60	18	123	234	72.78
ADULT BASIC EDUCATION	**BE Credit:**								
	Adult 12	14	15	0	18.15	37	29	0	40.93
	BE 10	27	12	0	30.63	10	13	0	12.08
	Academic GED	0	0	0	0	0	0	0	0
	Total BE Credit	41	27	0	48.78	47	42	0	53.01
	BE Non-Credit:								
	Employability/Life Skills	15	8	0	26.65	0	0	0	32.93
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	7	0	0.20	0	10	0	0.57
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	15	15	0	26.85	0	10	0	33.502
TOTAL ADULT BASIC EDUCATION		56	42	0	75.63	47	52	0	86.512
UNIVERSITY	***Total University***	0	8		2.00	2	8	0	3.50
TOTAL ENROLLMENT		77	113	212	130.23	67	183	234	162.792

Table 1a Student Enrollments by Program Delivery Area - Hudson Bay 2007-08

Cumberland Regional College Comprehensive Student Enrollment: Hudson Bay Campus									
		Actuals							
		2006-2007				2007-2008			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	**Institute Credit:**								
TRAINING	SIAST	0	0	2	0.02	0	2	0	0.75
	Other	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	na	na	na	na	na	na	na	na
	Total Institute Credit	0	0	2	0.02	0	2	0	0.75
	Industry Credit:								
	Total Industry Credit	0	5	13	1.61	0	11	43	6.96
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	3	64	3.54	0	4	69	3.40
TOTAL SKILLS TRAINING		0	8	79	5.17	0	17	112	11.11
ADULT BASIC EDUCATION	**BE Credit:**								
	Adult 12	11	8	0	11.27	9	7	0	9.00
	BE 10	5	6	0	4.40	3	1	0	2.34
	Academic GED	na	na	na	na	na	na	na	na
	Total BE Credit	16	14	0	15.67	12	8	0	11.34
	BE Non-Credit:								
	Employability/Life Skills	0	0	0	0	0	0	0	0
	English Language Training	na	na	na	na	na	na	na	na
	General Academic Studies	0	0	0	0	0	0	0	0
	Literacy	na	na	na	na	na	na	na	na
	Total BE Non-Credit	0	0	0	0.00	0	0	0	0.00
TOTAL ADULT BASIC EDUCATION		16	14	0	15.67	12	8	0	11.34
UNIVERSITY	***Total University***	0	0	0	0.00	0	1	0	0.10
TOTAL ENROLLMENT		16	22	79	20.84	12	26	112	22.55

Table 2 Equity Participation Enrollments by Program Delivery Area 2007-08

		Actuals																					
		2006-2007												2007-2008									
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
SKILLS		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
TRAINING	**Institute Credit:**																								
	SIAST	22	1	0	1	0	0	1	1	0	68	57	2	22	9	3	2	3	0	3	4	0	64	96	5
	Other:	1	1	0	0	0	0	1	1	0	10	2	0	na	na	na	na	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total Institute Credit	23	2	0	1	0	0	2	2	0	78	59	2	22	9	3	2	3	0	3	4	0	64	96	5
	Industry Credit:																								
	Total Industry Credit	0	20	49	0	1	7	0	8	4	0	146	373	0	16	36	0	2	8	0	4	8	0	178	374
	Non-Credit (Industry Non-Credit, Community/Indivudual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	7	16	0	1	2	0	1	4	0	62	350	0	8	16	0	1	1	0	1	6	0	80	395
TOTAL SKILLS TRAINING CREDIT		23	29	65	1	2	9	2	11	8	78	267	725	22	33	55	2	6	9	3	9	14	64	354	774
BASIC	**Basic Education Credit:**																								
EDUCATION	Adult 12	48	31	0	5	1	0	6	6	0	76	49	0	51	56	0	1	3	0	4	5	0	79	79	0
	Adult 10	73	18	0	4	2	0	3	2	0	86	30	0	54	36	0	3	2	0	6	1	0	64	43	0
	Academic GED	1	0	0	0	0	0	0	0	0	3	0	0	11	6	0	0	0	0	1	0	0	11	10	0
	Total BE Credit	122	49	0	9	3	0	9	8	0	165	79	0	116	98	0	4	5	0	11	6	0	154	132	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	10	14	0	1	1	0	4	5	0	19	24	0	15	3	0	1	1	0	3	1	0	21	4	0
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	General Academic Studies	25	14	0	2	0	0	5	5	0	30	26	0	16	13	0	0	1	0	3	2	0	19	47	0
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total BE Non-Credit	35	28	0	3	1	0	9	10	0	49	50	0	31	16	0	1	2	0	6	3	0	40	51	0
TOTAL BASIC EDUCATION		157	77	0	12	4	0	18	18	0	214	129	0	147	114	0	5	7	0	17	9	0	194	183	0
UNIVERSITY	***Total University***	2	3	0	0	1	0	0	3	0	15	40	0	0	5	0	0	3	0	0	0	0	14	67	0
TOTAL ENROLLMENT		182	109	65	13	7	9	20	32	8	307	436	725	169	152	55	7	16	9	20	18	14	272	604	774

FT= Full time

PT= Part time

Cas= Casual

Table 3 Student Success 2007-08

		Actuals																							
		2006-2007												2007-2008											
	Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
Skills Training		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
	Institute Credit:																								
	SIAST	10	50	0	49	8	2	36	15	0	0	9	0	9	29	5	31	52	0	29	38	0	2	4	0
	Other:	4	1	0	5	0	0	3	0	0	1	0	0	na	na	na	na	na	na	na	na	na	na	na	na
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total Institute Credit	14	51	0	54	8	2	39	15	0	1	9	0	9	29	5	31	52	0	29	38	0	2	4	0
	Industry Credit:																								
	Total Industry Credit	0	2	1	0	142	373	0	15	1	0	1	0	0	3	1	0	176	373	0	11	0	0	0	0
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	62	350	na	na	na	na	na	na	na	na	na	0	80	395	na	na	na	na	na	na	na	na	na
TOTAL SKILLS TRAINING		14	115	351	54	150	375	39	30	1	1	10	0	9	112	401	31	228	373	29	49	0	2	4	0
Basic Education	Basic Education Credit:																								
	Adult 12	38	12	0	19	1	0	13	2	0	22	6	0	34	18	0	18	3	0	6	4	0	38	11	0
	Adult 10	21	3	0	33	1	0	1	1	0	13	0	0	28	1	0	14	4	0	0	0	0	20	2	0
	Academic GED	0	0	0	1	0	0	1	0	0	0	0	0	6	2	0	0	0	0	0	0	0	4	2	0
	Total BE Credit	59	15	0	53	2	0	15	3	0	35	6	0	68	21	0	32	7	0	6	4	0	62	15	0
	Basic Education Non-Credit:																								
	Employability/Life Skills	13	0	0	0	0	0	5	0	0	3	0	0	12	0	0	0	0	0	5	0	0	2	0	0
	English Language Training													na	na	na	na	na	na	na	na	na	na	na	na
	General Academic Studies	19	10	0	0	0	0	1	1	0	3	0	0	13	38	0	0	0	0	0	0	0	8	2	0
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total BE Non-Credit	32	10	0	0	0	0	6	1	0	6	0	0	25	38	0	0	0	0	5	0	0	10	2	0
TOTAL BASIC EDUCATION		91	25	0	53	2	0	21	4	0	41	6	0	93	59	0	32	7	0	11	4	0	72	17	0
UNIVERSITY	Total University	15	38	na	na	na	na	na	na	na	na	na	na	14	66	0	na	na	na	na	na	na	na	na	na
TOTAL ENROLLMENT		120	178	351	107	152	375	60	34	1	42	16	0	116	237	401	63	235	373	40	53	0	74	21	0

FT= Full time

PT = Part time

Cas= Casual

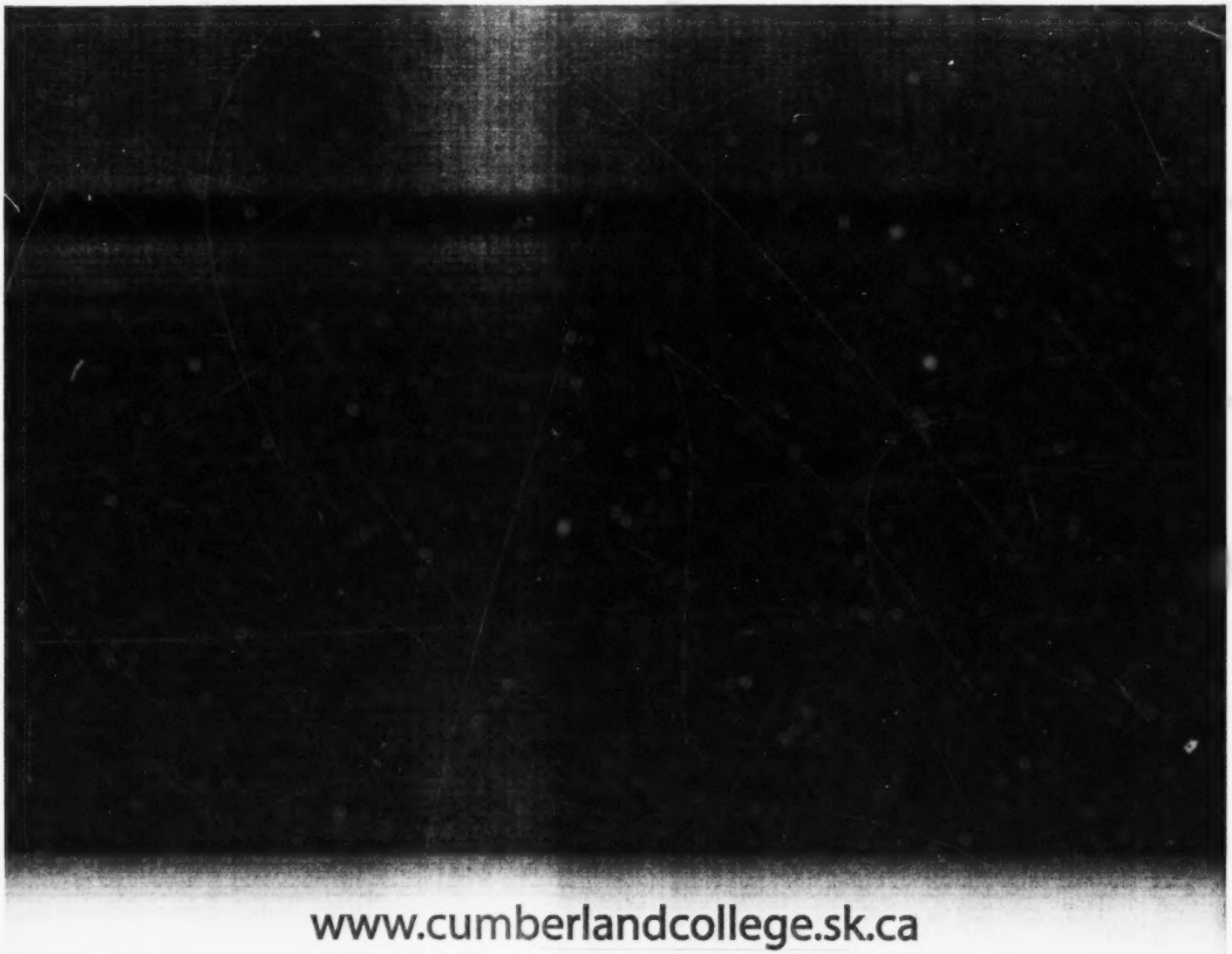
Table 4 Equity Participation 2007-08

		Actuals																	
		2006-2007									2007-2008								
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
SKILLS TRAINING		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
	Institute Credit:																		
	SIAST	23	3	14	1	0	1	2	2	0	34	8	10	5	0	4	7	2	4
	Other:	2	0	1	0	0	0	2	1	1	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total Institute Credit	25	3	15	1	0	1	4	3	1	34	8	10	5	0	4	7	2	4
	Industry Credit:																		
	Total Industry Credit	69	1	68	8	0	8	12	0	12	52	2	50	10	0	10	12	0	12
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	23	23	0	3	3	0	5	5	0	24	24	0	2	2	0	7	7	0
TOTAL SKILLS TRAINING CREDIT		117	27	83	12	3	9	21	8	13	110	34	60	17	2	14	26	9	16
BASIC EDUCATION	Basic Education Credit:																		
	Adult 12	79	30	7	6	3	3	12	5	4	107	30	9	4	0	0	9	1	5
	Adult 10	91	17	28	6	5	0	5	0	0	90	23	14	5	1	0	7	2	1
	Academic GED	1	0	0	0	0	0	0	0	0	17	7	0	0	0	0	1	1	0
	Total BE Credit	171	47	35	12	8	3	17	5	4	214	60	23	9	1	0	17	4	6
	Basic Education Non-Credit:																		
	Employability/Life Skills	24	5	0	2	1	0	9	3	0	18	8	0	2	0	0	4	3	0
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	General Academic Studies	39	16	0	2	1	0	10	6	0	29	15	0	1	1	0	5	3	0
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
	Total BE Non-Credit	63	21	0	4	2	0	19	9	0	47	23	0	3	1	0	9	6	0
TOTAL BASIC EDUCATION		234	68	35	16	10	3	36	14	4	261	83	23	12	2	0	26	10	6
UNIVERSITY	Total University	5	5	0	1	1	0	3	3	0	5	5	0	3	3	0	0	0	0
TOTAL ENROLLMENT		356	100	118	29	14	12	60	25	17	376	122	83	32	7	14	52	19	22

E= Enrollment

C= Completers

G= Gratuates



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